

Thoughts from David Coleman

"Can our students cite evidence from the text rather than their own opinion? ...The problem is that no one in the workforce cares what you think. ... Can you write an argument based on research or text? ... In one Minnesota study, entitled *Ready or Not*, 97% of what was submitted was *not* college-ready. Students need to write an argument based on evidence and compelling content."

More important than the resources, is the way assignments are designed. An assignment that can be answered with a simple Google query is void of higher level thought.

Try posing your assignment in the form of a question that needs to be researched, an answer that needs to be found, or a solution that needs to be discussed:

- How did conviction and sacrifices of individuals maintain the Union? (Abolitionists, soldiers, nurses...and more) Support your view from primary source documents.
- What would you invent to improve the world during the 1800's? Support your view from primary source documents.
- What would you plant in a greenhouse in China? Support your view with credible science, social, and business sources.
- How would you market a car during the industrial revolution?



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*Embracing
The
Common
Core ...
What does
this look like
and what's
my role?*

Points taken from *Bringing the Common Core to Life*, NYSED, and the School Library System

<http://usny.nysed.gov/rttt/resources/bringing-the-common-core-to-life.html>

How Librarians can help you

NYSED is asking teachers to:

- Increase rigor,
- Increase the Lexile range of required reading,
- Make assignments relevant to the students' real world, and
- Imbed research to solve problems and/or answer real world questions.

Your librarians are able to help you with this challenge. Librarians can:

Help you find print materials for a specific CC curriculum content that is the correct Lexile recommendation for your grade (See CCSS chart below)

Help you find possible new ELA core novels which are either more challenging, or dramatic non-fiction choices aligned with the CCSS expectations

Help you prepare your students to be information literate

Create units to foster higher level thought which we call inquiry-based instruction

Find primary source documents for use in your classroom

The Common Core has anchor standards stressing how we should teach. A great deal of material should be packaged in an “inquiry” model. Typical characteristics of inquiry projects include:

- Driving essential questions that cannot be answered on Google
- The need to solve or discuss a real-world problem
- Research that should be conducted with authentic resources (CARS— credible, accurate, reliable and supported)
- Requirements to draw conclusions from text and summarize deep understanding, aimed at fostering long term retention
- Student ownership and engagement, as opposed to teacher-directed assignments which are pre-digested
- Student-created conclusions, authentic work

Some characteristics the CCSS are asking educators to embrace:

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- Classroom reading materials with a higher Lexile. This challenges students to think, deliberate, and understand. Repeated reading of difficult material will increase reading level
 - Shift writing exercises from narratives —> persuasive with compelling content which cites evidence from research material
 - Read like a detective, write like a reporter
 - Academic vocabulary should be rich and lively
 - Stretch your students
 - Don't rush...students need time

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355